

Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title: Group soundscape to <i>The King of the Frogs</i>	Grade: 1
Contributor, School: Melanie Abernathy, Strawberry Knoll Elementary School	Time Frame: Two 45-minute classes

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s) 1.0 Perceiving, Performing, and Responding: Aesthetic Education Students will demonstrate the ability to perceive, perform, and respond to music. 3.0 Creative Expression and Production Students will demonstrate the ability to organize musical ideas and sounds creatively.	Reading/English Language Arts Content Standard(s) 1.0 General Reading Processes Students will use a variety of strategies to understand what they read (construct meaning).
Music Content Indicator(s) 1.1 Develop awareness of characteristics of musical sounds and silence, and diversity of sounds in the environment by simulating environmental sound. 3.1 Develop confidence in the ability to improvise music through experimentation with sound.	Reading/English Language Arts Content Indicator(s) Topic E: General Reading Comprehension 1.4 Use strategies to demonstrate understanding of the text (after reading).
Music Content Objective(s) 1.1.c Compare musical sounds: fast/slow, loud/soft (quiet), long/short, high/low. 3.1.a Improvise sounds to enhance stories and songs.	Reading/English Language Arts Content Objective(s) 1.4.e Respond to text by drawing, speaking, dramatizing, or writing.
Objective(s) (Connecting the content areas) Students will work cooperatively to produce a soundscape of a scene from the story, choosing instruments and using a variety dynamics, duration, and pitch to convey the scene or the character.	
Key Arts Vocabulary <i>dynamics, duration, pitch, soundscape</i>	Key Reading/English Language Arts Vocabulary <i>setting, mood</i>

Prior Knowledge Students Need for This Lesson

Arts None	Reading/English Language Arts Familiarity with the story and the ability to describe a setting from a story
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Materials and Resources

Materials and Resources for the Class

- One copy of the story for each group of three students
- Variety of musical instruments which can be borrowed from music teacher

Materials and Resources for the Teacher

- Teacher's edition of *The King of the Frogs*, Junior Great Books series

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Motivation

- Get the students attention by playing a few of the instruments. Once you have their attention, tell them that they are going to use these instruments to represent a scene from the story *The King of Frogs*.

Guided/Independent Practice

- The teacher reads the story aloud to the students.
- Review what a setting is by giving examples and non-examples.
- Make a chart of the different scenes/settings in the story through student-generated responses.
- Divide students into groups of three.
- Show the instruments available and the sounds they make.
- Each group receives a box of a variety of instruments with which to experiment.
- Continue shifting boxes to the next group until all groups have experimented with each box.
- Ask students to pick one instrument and have them practice differences in sound by following the teacher's directions to play: loud, soft, fast, slow, and if appropriate for the instrument, high and low sounds.
- Introduce music terminology for loud/soft=dynamics, high/low=pitch, fast/slow=duration. Have these words posted with the definitions to refer to during the lesson.
- Have groups choose a scene from the story to make a soundscape.
- After groups have chosen a scene, demonstrate a soundscape for them using one of the scenes they did not choose.
- Review and post the assessment checklist.
- Have groups decide what characters, items, or feelings they would like to include in their soundscapes. Check with each group for understanding and guidance.
- Review and post the following guidelines.
 - Each team member will choose a different instrument.
 - Each team member will include at least two variations in dynamics, duration, and pitch.
 - Each team member must play his/her instrument.
- Students select individual instruments.
- Students plan, practice, and rehearse as the teacher circulates to provide feedback.
- Discuss appropriate audience behavior.
- Have each team perform its scene soundscapes as the teacher rereads the story.
- Students will be asked to provide praise by giving specific feedback.
- Each student will self-assess his/her performance using the checklist.
- The teacher assesses each student's work using the same checklist.

Closure/Summary

- Given choices, students match a sound the teacher produces with a feeling or setting.
 - Ask students which musical elements they learned today that helped describe the setting or character?
 - How does changing the duration, dynamics, or pitch help describe the setting or character?
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Assessment (Description/Tools)

- _____ The student's performance on the instrument is appropriate for setting.
- _____ The student's performance includes at least two variations of dynamics.
- _____ The student's performance includes at least two variations of duration.
- _____ The student's performance includes at least two variations in pitch.

Lesson Extensions

- Apply the concepts of dynamics, pitch, and duration of sound to describe the setting and characters of a book they have previously read.
- Use the elements of music that were learned in this lesson to improvise a class soundscape to describe classmates and daily schedules.
- Use instruments and elements of music to describe social studies topics.
- Students who are ready could share an additional scene to the story (i.e., sequel or prequel) either verbally, orally, or through instrumentation.